

John Ford Middle

304 Agnes Street
St. Matthews, South Carolina 29135

Grades 6–8 Middle School

Enrollment 417 Students

Principal Carlita S. Davis 803–655–7222

Superintendent Mr. James K. Westbury, Jr. 803–655–7310

Board Chair Mr. Michael Drake 803–655–5034

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

UNSATISFACTORY

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	0	2	12	43

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

NO

This school met 12 out of 17 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Below Average	Unsatisfactory	No
2004	Below Average	Below Average	No
2005	Below Average	Below Average	No
2006	Unsatisfactory	Unsatisfactory	No

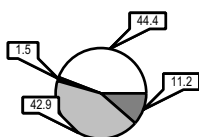
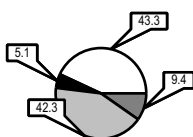
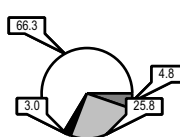
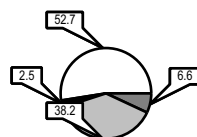
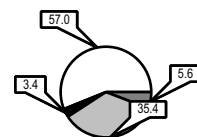
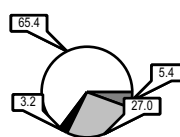
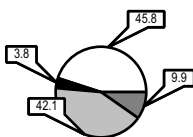
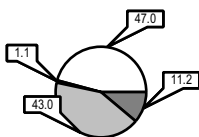
DEFINITIONS OF SCHOOL RATING TERMS

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

97.4%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Middle Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

END OF COURSE TESTS

Percent of students scoring 70 or above on:

	Our School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	88.9	91.5
English 1	75.0	80.7
Biology 1/Applied Biology 2	N/A	44.7
Physical Science	N/A	26.5
All Subjects	81.3	82.3

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts – State Performance Objective = 38.2%									
All Students	409	96.1	43.4	44.2	10.8	1.6	20.1	No	Yes
Gender									
Male	219	95.0	50.5	39.4	8.1	2.0	15.2	N/A	N/A
Female	190	97.4	35.6	49.4	13.9	1.1	25.6	N/A	N/A
Racial/Ethnic Group									
White	66	92.4	18.2	56.4	21.8	3.6	40.0	Yes	Yes
African American	337	97.0	48.4	41.8	8.8	0.9	16.4	No	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	6	83.3	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	385	99.2	42.2	45.0	11.2	1.6	20.7	N/A	N/A
Disabled	24	45.8	81.8	18.2	0.0	0.0	0.0	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	409	96.1	43.4	44.2	10.8	1.6	20.1	N/A	N/A
English Proficiency									
Limited English Proficient	3	66.7	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	406	96.3	43.5	44.0	10.9	1.6	20.2	N/A	N/A
Socio-Economic Status									
Subsidized meals	354	95.8	47.4	42.8	8.6	1.2	15.9	No	Yes
Full-pay meals	54	98.1	17.6	52.9	25.5	3.9	47.1	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	409	95.8	40.8	44.0	9.8	5.3	22.0	Yes	Yes
Gender									
Male	219	94.5	44.7	43.7	7.1	4.6	18.3	N/A	N/A
Female	190	97.4	36.7	44.4	12.8	6.1	26.1	N/A	N/A
Racial/Ethnic Group									
White	66	92.4	23.6	41.8	23.6	10.9	40.0	Yes	Yes
African American	337	96.7	44.2	44.8	7.3	3.8	18.3	No	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	6	83.3	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	385	99.2	40.1	44.4	10.1	5.4	22.6	N/A	N/A
Disabled	24	41.7	70.0	30.0	0.0	0.0	0.0	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	409	95.8	40.8	44.0	9.8	5.3	22.0	N/A	N/A
English Proficiency									
Limited English Proficient	3	66.7	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	406	96.1	40.7	44.1	9.8	5.3	22.1	N/A	N/A
Socio-Economic Status									
Subsidized meals	354	95.5	43.6	43.9	9.2	3.4	18.7	No	Yes
Full-pay meals	54	98.1	23.5	45.1	13.7	17.6	43.1	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	409	95.4	65.5	26.4	4.9	3.1	8.0
Gender							
Male	219	93.6	65.0	25.6	4.9	4.4	9.4
Female	190	97.4	66.1	27.3	4.9	1.6	6.6
Racial/Ethnic Group							
White	66	89.4	34.5	41.4	17.2	6.9	24.1
African American	337	96.7	71.8	23.5	2.8	1.9	4.6
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	6	83.3	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	385	98.4	64.1	27.9	4.7	3.3	7.9
Disabled	24	45.8	90.5	0.0	9.5	0.0	9.5
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	409	95.4	65.5	26.4	4.9	3.1	8.0
English Proficiency							
Limited English Proficient	3	66.7	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	406	95.6	65.7	26.2	4.9	3.1	8.1
Socio-Economic Status							
Subsidized meals	354	95.2	71.3	23.4	3.0	2.4	5.4
Full-pay meals	54	96.3	28.8	46.2	17.3	7.7	25.0

Social Studies							
All Students	409	95.4	51.4	39.2	6.8	2.6	9.4
Gender							
Male	219	93.6	53.0	37.1	7.4	2.5	9.9
Female	190	97.4	49.7	41.5	6.0	2.7	8.7
Racial/Ethnic Group							
White	66	89.4	43.1	39.7	12.1	5.2	17.2
African American	337	96.7	53.7	38.5	5.9	1.9	7.8
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	6	83.3	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	385	98.4	50.7	39.7	6.8	2.7	9.6
Disabled	24	45.8	65.0	30.0	5.0	0.0	5.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	409	95.4	51.4	39.2	6.8	2.6	9.4
English Proficiency							
Limited English Proficient	3	66.7	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	406	95.6	51.6	39.1	6.8	2.6	9.4
Socio-Economic Status							
Subsidized meals	354	95.2	55.9	36.6	5.1	2.4	7.5
Full-pay meals	54	96.3	23.1	55.8	17.3	3.8	21.2

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	153	98.7	61.1	34.0	4.2	0.7	4.9
	7	142	99.3	39.2	54.6	4.6	1.5	6.2
	8	135	99.3	30.2	55.0	13.2	1.6	14.7
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	136	96.3	52.0	27.2	17.6	3.2	20.8
	7	144	94.4	47.0	46.2	6.8	0.0	6.8
	8	129	97.7	30.6	59.5	8.3	1.7	9.9
Mathematics								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	153	99.4	29.7	55.2	13.1	2.1	15.2
	7	142	99.3	41.5	45.4	6.2	6.9	13.1
	8	135	100.0	42.3	45.4	9.2	3.1	12.3
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	136	95.6	35.5	37.1	18.5	8.9	27.4
	7	144	94.4	43.2	49.2	4.5	3.0	7.6
	8	129	97.7	43.8	45.5	6.6	4.1	10.7
Science								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	153	98.0	66.2	28.3	3.4	2.1	5.5
	7	142	97.2	56.7	37.8	2.4	3.1	5.5
	8	133	100.0	53.9	35.2	6.3	4.7	10.9
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	136	96.3	72.8	19.2	4.8	3.2	8.0
	7	144	93.1	71.7	22.5	5.1	0.7	5.8
	8	129	96.9	51.2	38.2	4.9	5.7	10.6
Social Studies								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	153	98.0	44.1	44.1	4.1	7.6	11.7
	7	142	97.2	63.0	31.5	3.1	2.4	5.5
	8	133	100.0	51.6	37.5	5.5	5.5	10.9
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	136	96.3	38.4	44.0	12.0	5.6	17.6
	7	144	93.1	77.4	20.4	1.5	0.7	2.2
	8	129	96.9	35.8	55.3	7.3	1.6	8.9

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 417)				
Students enrolled in high school credit courses (grades 7 & 8)	15.9%	Up from 9.3%	8.1%	16.7%
Retention rate	0.7%	Down from 1.2%	3.8%	2.5%
Attendance rate	94.0%	Down from 95.4%	95.3%	96.0%
Students with disabilities other than speech taking PACT (ELA) off grade level	2.5%	Down from 3.8%	0.4%	0.9%
Students with disabilities other than speech taking PACT (Math) off grade level	2.2%	Down from 4.0%	0.0%	1.0%
Eligible for gifted and talented	7.0%	Up from 4.7%	7.8%	15.6%
On academic plans	14.1%	N/AV	51.3%	39.9%
On academic probation	0.0%	N/AV	0.4%	0.7%
With disabilities other than speech	6.3%	Down from 8.0%	14.0%	12.4%
Older than usual for grade	3.1%	Down from 6.4%	8.1%	4.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	2.4%	Down from 14.5%	1.2%	0.9%
Annual dropout rate	0.7%	Up from 0.0%	0.0%	0.0%
Teachers (n= 27)				
Teachers with advanced degrees	63.0%	Down from 67.9%	53.1%	52.4%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	6.4%	N/A	14.1%	9.1%
Teachers with emergency or provisional certificates	7.7%	Up from 0.0%	12.9%	5.6%
Teachers returning from previous year	80.4%	Down from 80.5%	77.8%	84.6%
Teacher attendance rate	95.0%	Up from 93.5%	94.4%	94.8%
Average teacher salary	\$44,352	Up 1.5%	\$40,688	\$42,267
Prof. development days/teacher	10.6 days	Down from 10.9 days	11.6 days	11.9 days
School				
Principal's years at school	1.0	No change	3.0	3.0
Student-teacher ratio in core subjects	22.5 to 1	Up from 14.1 to 1	19.4 to 1	21.1 to 1
Prime instructional time	86.9%	Up from 85.9%	87.9%	89.0%
Dollars spent per pupil*	\$6,973	Up 5.3%	\$7,182	\$6,243
Percent of expenditures for teacher salaries*	55.3%	Down from 61.1%	55.3%	59.8%
Percent of expenditures for instruction*	56.6%		64.0%	65.2%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	90.8%	Up from 80.9%	94.1%	97.4%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Good	Down from Excellent	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	6.2%
Classes in high poverty schools not taught by highly qualified teachers	6.4%	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	Yes

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

John Ford Middle School, rich with a nurturing and understanding environment needed to mold the middle school child, focuses on developing well-rounded individuals who are able to successfully compete in an ever-changing global society.

It is our every intent to meet the needs of all students by providing a curriculum that meets the needs of students by providing the necessary knowledge as well as spark a level of interest while stimulating the mind, body, and soul. This year, two school-wide interdisciplinary units were implemented with culminating school-wide presentations (The Olympics at John Ford and LIVE! Motown at John Ford). Staff development sessions and academic workshops in the content areas focusing on standardized testing were conducted. Tutorial sessions and after-school tutoring were offered to all students. Reading initiatives were introduced, and writing across the curriculum was embraced. Saturday tutorial sessions were also offered in an effort to always offer students the opportunity for improvement. During school-wide and grade level presentations, students were presented with academic and behavioral data as well as noted accomplishments to keep them aware of the overall performance of our school and the areas of concern to address.

Many accomplishments were made this year that we are extremely proud of. Some of them include 2nd Place in the All-Health Factor Quiz Bowl Championship (Sponsored by Claflin University), Region Boys' Basketball Championship, Mid-10 Boys' Basketball Championship, WIS/TV DHEC Monthly (January 2006) Winner - All Health Team, WIS/TV DHEC Grand Prize Winner - All Health Team of the Year, and winner of the Calhoun County Natural Resources Christmas Tree Decorating Contest. In addition, two of our middle school students made a perfect score on the High School Algebra I End-of-Course Exam, while one student made a perfect score on both the High School Algebra I and English I Exams. 85% Reading Club peaked at a membership of 199 members. A JFMS Student placed 5th place in the South Carolina/North Carolina NFL Kick/Punt/Pass Contest at the Panthers' Game. The Character Counts Program was initiated. Because of these and other great things accomplished through the school, John Ford Middle was featured by WLTX, WIS TV, The Times and Democrat, and The Calhoun Times.

Increased parent support is always welcomed at John Ford. With this in mind, we have established a parenting center with a coordinator. We extend a personal invitation to all parents, businesses, and community partners to join us in the continued and endless efforts to improve the overall performance and properly prepare our youth for the future through the educational process.

Carlita S. Davis, Principal
Isaiah Holman, School Improvement Council

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	29	129	12
Percent satisfied with learning environment	72.4%	71.9%	83.3%
Percent satisfied with social and physical environment	82.8%	70.4%	66.7%
Percent satisfied with school-home relations	37.9%	84.7%	100.0%

*Only students at the highest middle school grade level at this school and their parents were included.